

2. There are phases that demand skillful guidance from the teacher to prevent the child's extreme waste of effort, time and materials.

3. That at certain stages skillful direction will prevent too lengthy plateaus in growth.

4. That it is imperative to have a system for the school of maintaining and distributing a sufficient amount of art supplies for each classroom.

A. CREATIVE ART.

The child's growth in interest is more important than his end-product; truly the child is more important than his picture or craft. But both a keen interest and desirable product are possible. However, creation that is acceptable even to the young child himself does not "burst into being" from a first attempt. It is like life. It grows and develops through experience, trial, and knowledge. Praise and encouragement to the child are some of his tools for work. *But the child who hears nothing but praise is living in a situation different from life.* "The only thing that spoils a picture is not to make it you own way"¹ will suffice with some children to a certain stage, possibly to the stage where realism is supplanting his symbolism expressions. The child likes sincerity and he demands help when he can go no farther. The knowledge and use of art principles are important tools in creative work. Good art often uses distortion of color, line and form but the distortion is always for some good reason.

"Children cannot create out of a vacuum. They must have something to say and be fired to say it. More time spent in experiencing richly what they are going to make will bear fruit in faster outpouring of the child's product when he gets started . . . After the child has something to say and the confidence to say it, there is still much that the teacher can do. She can give him tools to work with in the form of a few definite principles of good art, which will help him make a successful picture."¹

In the field of art, purposes and procedures are a disputed area with authorities. One authority says, "The subject does not matter. The medium does not matter. The degree of skill is irrelevant. The thing that is relevant . . . is that healthy process called creation . . . To create means to produce, to bring

¹Cole, Natalie R. *The Arts in the Classroom*. 1940. John Day Company. pp. 3-11; 18-49